

Woodgate Wasps

Inspection report for early years provision

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Inspector Jenny Batelen

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

WASPS Out of School Club opened in 2000 and operates from three rooms in an annexe attached to Woodgate Primary School in Bartley Green, Birmingham. The children have access to secure, enclosed outdoor play areas. There is disabled access. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

A maximum of 40 children, from the primary school, may attend the out of school club at any one time. The out of school club is open each weekday from 7.30am to 9.00am and 3.15pm to 5.30pm term time only.

There are currently 27 children from four to 11 years old on roll. Of these, five are in the early years age group. The out of school club supports children with special educational needs and is able to support those with English as an additional language.

The out of school club employs six staff, all of whom hold appropriate early years qualifications and have first aid and child protection training. The setting is well supported by the school and by a development worker.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The leadership and management understand the individual needs of children in the Early Years Foundation Stage and focus on ensuring children enjoy their time in this inclusive setting. As a result, all children make good progress in a range of areas, but particularly in their social skills. The club has made very good progress on the recommendations from the last inspection and uses informal self evaluation methods to identify areas to develop. As a result, there is a good capacity to improve in the future.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- strengthen links with the early years staff in school, so that assessment undertaken in the setting complements assessments made in school
- formalise self evaluation so that priorities for development are more clearly identified.

The effectiveness of leadership and management of the early years provision

The manager of the club is focused on ensuring that all children enjoy their time in the club and are able to participate in a range of activities. Staff work well together

and are thoroughly involved with the children in their chosen activities. The welfare and safety of the children is considered to be highly important. Safeguarding is excellent and procedures to ensure the safety of all children are very robust. Policies and procedures are in place and staff are subject to safeguarding checks before taking up their position. Supervision of the children ensures that children can be safe and yet free to access all the space available. Risk assessments, including daily checks of the environment, are in place.

Staff are able to access regular training and have a thorough understanding of the needs of all the children in their care. Staff regularly evaluate the activities that have been undertaken and adjust their planning in the light of this. Children are involved in evaluating their activities, particularly through the children's committee. Parents contribute ideas when appropriate, through conversations. However, this ongoing self evaluation is not yet formalised and so does not lead to a clear long term plan for improvement.

The club promotes happy, confident children who are keen to share their activities with each other and the adults. They speak confidently to the visitor and mix well across the age groups. There is a wide range of good quality resources, which are easily accessible, and the club can also access some school resources, such as small play equipment from the Foundation Stage and Key Stage One children.

The links with parents and carers are very strong and they speak highly of the provision for their children. 'It's brilliant, she loves coming' and, 'they take care of him, know him inside out and helped him settle' are representative of the many positive comments from parents and carers about the club that supports their working lives and gives them peace of mind. The links with the school are also strong, with secure handover procedures at the beginning and end of the day. The club is part of a local group of clubs run by the provider and this supports staff as they meet and share ideas and training.

The quality and standards of the early years provision and outcomes for children

Children thoroughly enjoy their time in the club and are able to make good progress in all areas of the framework. Children particularly perform well in the development of their personal, social, creative and physical skills and have an excellent understanding of diversity. A particular strength is the opportunity for the younger children to play with older children and for the two groups to participate in games together. This enables older children to develop their skills of caring for and understanding the needs of younger children. The many activities freely available mean that children can make independent choices and are also able to spend most of their time outside. Children bathe their dolls and then take them for a ride, using the setting's tricycles and cars. Staff support children's reading development by reading with them, if asked and in the after school club provision is made for rest times if children are tired.

The secure outside spaces allow for a wide range of sporting types of activities, including football and cricket. Children enjoy the opportunity to access resources in

the school's Foundation Stage outside area and make use of Key Stage One equipment. The high numbers of staff members mean that there is a very good level of supervision and children speak of feeling highly safe and extremely well looked after. Behaviour is very good and older children care for the younger ones very well. Key workers are identified for the younger children and these have a good understanding of their needs and of how they develop.

Planning is based on children's interests and enthusiasms and also takes into account special events, such as, International Literacy Day. The staff are aware of school themes and support the children in their interests from their school work. Art and craft work is valued and displayed. As children play together, staff respond and may structure activities, such as, a game of cricket, involving all those who want to play. Assessments are made from observations of play and linked into statements from the early years profile. These are not yet linked into the assessments made in school by early years staff and so are not effective in completing the whole picture of the child.

A healthy lifestyle is promoted excellently through healthy snacks and drinks and plenty of exercise. Hygiene routines are also rigorously followed. A children's committee contributes ideas for future activities, including what they would like the group to do next and all children contribute to the development of personal and social skills through mixing across the age groups. This particularly gives the younger children good skills for the future.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met